

Oatley West Public School

Annual Report



2018



3797

Introduction

The Annual Report for **2018** is provided to the community of Oatley West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Oatley West Public School, we are learning to live and living to learn through developing and enriching successful life-long learners taught by quality teachers utilising positive partnerships with our community.

School context

Oatley West Public School is set in Sydney's South in the beautiful surrounds of Oatley Park and has a uniquely peaceful environment which encourages an active lifestyle and has provided quality education since 1947. It is a K–6 school growing significantly over recent years and has a current enrolment of 579 students. The school has increased enrolments of students who have a language background other than English with 47% of students in this category. There are 40 different languages spoken at home with the predominant language being a Chinese dialect. Oatley West Public School is founded on a strong culture of school improvement and success. The staff is committed to achieving high learning outcomes with the students, in partnership with the parents and its wider community. This culture of effective learning is clearly expressed by the school's motto 'Learning to Live – Living to Learn.' The school's emphasis is on developing contemporary well-rounded students. The school offers a large range of extra-curricular activities that include band, chess, choir, dance, debating, guitar, Premier's Reading Challenge, Percussion Power, PSSA Sports, public speaking, recorder, Student Representative Council, swimming scheme and Talent Quest. After school programs are also offered including Out Of School Hours (OOSH) for parents needing this service as well as French, Chinese, Taekwondo and Yoga. OWPS demonstrates outstanding achievements in the areas of the performing arts and sport. Enrolment to the school is highly sought after due to the school's outstanding academic reputation and results. An enormous part of the success of Oatley West Public School can be attributed to the high number of parents and carers involved in and around the school. The Parents and Citizens Association has a number of active subcommittees. These include uniform shop, Music Council, Community Festival and canteen. There is also a school club. The annual Community Festival is one of the longest running and most revered events in the St George Region, and relies on parent and wider community involvement. This showcases the unique aspects of Oatley West Public School and local artists. Volunteers support other school programs including reading, BEAR, MiniLit, mentors, gardening, PSSA, school carnivals and school banking.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Oatley West Public School is the centre of a vibrant community that strives to provide the best possible learning opportunities for its young people. Strong, goal-oriented partnerships exist between home and school to promote a constant message of high expectations, holistic development and continuous improvement. One by-product of strategic professional development has been the increased capacity of teaching staff at all levels. This has resulted in the uptake of promotional positions at other schools and educational bodies. As a result, OWPS is sharpening its focus on knowledge management and succession planning to increase its resilience to changes in staffing.

Over a 10 year period OWPS has experienced a growth of enrolment of 31%. This growth is almost completely represented by students with a language background other than English. 47% of the current enrolment is comprised of students with a language background other than English. This has impacted teaching pedagogy to meet the changing demographic of the school.

Staff at Oatley West Public School have been engaged in professional learning on the School Evaluation Framework over a three year period. In preparing for external validation, staff have been reflecting upon the effectiveness of school-based structures and processes in relation to the themes and elements across the domains of Learning, Teaching and Leading. In making determinations as to whether our school is delivering, sustaining and growing or excelling, evidence is considered to make informed and valid decisions. A large cross section of the school has been engaged in the validation process due to the diversity of elements being evaluated.

To accurately represent levels of delivery across the school, specialist teams contributed to the development of seven evidence sets. The evidence sets focused on student wellness; effective communication; learning support; school improvement practices in literacy and numeracy; quality teaching with a focus on EAL/D and beginning teacher learning and effectiveness. Great consideration was given in determining validation levels based on authentic and representative artefacts. There was also a concerted effort to ensure all 14 elements were addressed through triangulation of evidence sets as a minimum benchmark using a mapping tool. Staff assessed the level of match between the evidence subset and validation level through consistent teacher judgement processes.

The self-assessment committee that wrote the evidence sets comprised of the Principal, Deputy Principal, four Assistant principals (one acting in an Instructional Leader role), English as an Additional Language or Dialect teacher, Learning and Support Teacher, School Chaplain and two classroom teachers. During this process some members of the self-assessment team were on leave.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, the school rated itself as Sustaining and Growing in all 6 areas but the panel found the school to be Delivering in Learning Culture and Curriculum whilst rating at Sustaining and Growing for the other areas.

The learning culture at OWPS is underpinned by high expectations of students, staff and the wider community. Wellbeing is a major focus at our school as we strongly believe that emotionally healthy children are highly receptive learners. Expectations are clear to all stakeholders regarding appropriate learning behaviour and ways to resolve issues. With recent changes in NESA syllabus documents, OWPS responded through refinements to its scope and sequence documents and associated core practice. Students at OWPS have a greater awareness of their progress as learning is becoming more visible through self, peer and teacher feedback as well as clear learning intentions and success criteria. Parents and carers are informed of their child's progress through regular parent teacher interviews and semester reports. Ongoing feedback and sharing is gaining momentum at OWPS through the strategic use of technology for sharing and feedback. NAPLAN results indicate that 84% of students achieve in the top two bands for Reading, Writing and Numeracy. OWPS has 10% more students in the top two bands than similar schools over the last 8 years.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching, there is a strong correlation between the high results achieved by students and effective classroom practice. Teachers utilised progress data and other feedback to inform purposeful and explicit teaching techniques. OWPS is focusing the use of data to more accurately cater for the differing needs of students within a given cohort. EAL/D and Learning Support initiatives model evidence-based approaches to planning, teaching and reporting. The use of the Professional Standards is apparent in the accreditation process that beginning teachers engage in. The development of the OWPS Core Practice Guidelines will purposefully incorporate Professional Standards as an integral part of school-based structures and processes. OWPS utilises extensive teacher professional learning to build the capacity of staff in line with the priorities of the School Plan. Specialised learning opportunities were provided to staff through beginning teacher mentors, modelling provided by the instructional leader and EAL/D specialist.

The results of this process indicated in the area of Learning, the school rated itself as Sustaining and Growing in three areas and Delivering in Professional Teaching Standards, which the external validation panel agreed with.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Effective leadership within OWPS is evident at various levels within its teaching staff. Specialised learning is facilitated by the Instructional Leader, stage Assistant Principals, mentors, the EAL/D and learning support teachers, and complemented by *Train-the-Trainer* initiatives. There is a high level of ownership in the development of the school plan and its associated milestones. These drive advancement of structures and processes at OWPS and reviewed regularly through strategic tracking, feedback and refinements. There is a strong focus at OWPS on the authentic and seamless use of technology as a natural part of learning. Traditional learning spaces are transformed through the use of mobile technology strengthened by students able to bring their own device. Strategic staffing decisions are based on developing teacher capacity, distribution of expertise and succession planning with maximising the use of funding. OWPS gauges community satisfaction through informal discussions, P&C forums, Kindergarten Orientation surveys and Tell Them From Me surveys. The school values and responds to feedback with respect and consideration of community perceptions as vital to sustaining an effective learning community.

The results of this process indicated in the area of Learning the school rated itself as Sustaining and Growing in 4 areas and the panel confirmed the schools rating.

Our self-assessment and the external validation process will assist OWPS to refine its school plan, leading to further improvements in the delivery of quality education for our students.

For more information about the School Excellence Framework please visit:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Successful Contemporary Learners

Purpose

To provide a strongly focused, student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective and motivated contemporary learners through analysing individual strengths in literacy and numeracy.

Overall summary of progress

Oatley West Public School worked towards all 2018 milestones of Strategic Direction 1, providing a strong focus on student skill development and improvement, with teachers being continually upskilled in their pedagogy to optimise best practice.

The focus of Strategic Direction 1 aimed to establish the achievement of:

1. providing professional learning and mentoring for staff by employing an Instructional Leader for writing so as to improve the planning, teaching and assessing of students' writing across the school
2. teachers consistently using a range of formative assessment strategies to collaboratively plan, teach and provide feedback to students who are self-directed and enthusiastic about their writing
3. the development of a common language of mathematics with differentiated learning, whilst using a range of teaching and assessment strategies through all K-2 classrooms in numeracy.

These three aims are important for the provision of quality professional learning, mentoring and team teaching opportunities in writing to optimise pedagogy by utilising the Instructional Leader's expertise as a professional learning resource for individual teachers and the whole school staff to improve student outcomes. Integral to these initiatives is the development of expert practitioners in formative assessment and differentiation, to obtain accurate data on which to base informed practice and to ensure teachers develop an improved understanding of their impact on student learning. Students develop specific mathematical language through problem solving, establishing a stronger understanding of curriculum concepts with teachers differentiating the curriculum to meet their learning needs.

The baseline data used included the analysis of trend writing NAPLAN data and Term 1 2018 EAL/D progression data. The whole school engaged in professional learning to obtain a baseline writing sample utilising consistent teacher judgement and the staff were surveyed to identify areas for professional growth after reflection on their own practice with target areas being discussed and formed. The staff were asked to identify the types of assessment strategies being used in classrooms to gather feedback and a need for further professional learning was identified to improve current practice.

The results of engaging in quality professional learning, sharing expertise in team teaching and mentoring sessions, obtaining and analysing timely data to drive future planning and curriculum programming has led to several changes in pedagogy. Staff are demonstrating greater confidence when utilising different and more effective writing techniques to empower students with an extensive range of strategies to further enhance the quality of their writing. Teachers are embracing team teaching opportunities to share and further develop their practice whilst feeling supported by their colleagues with professional learning being provided regularly in the school by explicitly trained staff members. Quality resources and best practice are being shared more openly, developing an increasingly consistent approach across the stages. The teaching/learning writing process has strengthened with writing samples being shared and discussed and specific feedback being delivered regularly in classrooms during every writing experience. Students are being encouraged and given the tools to be able to be more responsible and engaged learners with teachers incorporating learning intentions, success criteria, and peer and self-feedback opportunities that are valued, promote positive student learning and a growth mindset. Teachers are capably utilising a problem solving approach to improve number skills and the use of the language of mathematics. Learning tasks are being more effectively differentiated with appropriate scaffolding provided to meet student learning needs, with all students being able to identify the skills and strategies needed in order to move their learning forward.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase proportion of students achieving expected growth in	Budget	In Yr 5 reading in 2018 63% of students had expected growth compared to 2017 of 65%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
literacy.		<p>In Yr 5 writing in 2018 71% of students had expected growth compared to 2017 of 78%.</p> <p>Value added K–3 in reading and numeracy is rated as excelling. Both Yr 3– 5 and 5–7 rated at delivering</p>
Increase proportion of students achieving expected growth in numeracy.	Budget	<p>In Yr 5 numeracy in 2018 56% of students had expected growth compared to 2017 of 71%.</p> <p>The measure of the percentage of the students in the top 2 bands in reading and numeracy was 63% in 2018 of students compared to 69% of students in 2017.</p> <p>K–2 staff are continuing to implement TEN activities & are explicitly teaching the use of mathematical language. Teachers are modelling and facilitating students feedback where explicit language is being used.</p>
Increase expertise in teaching practice, visible learning and differentiation.	Budget	<p>A staff survey was conducted to gather feedback about changes in teaching practice and differentiation after receiving professional learning sessions & implementing the Seven Steps to Writing Success in the classroom. Many staff were reflection on their teaching which was evident in their teaching and learning programs. programs and could identify the impact the writing program was having.</p>
Data showing students have an increasing understanding of themselves as contemporary learners.	Budget	<p>Students were engaged in surveys about how feedback impacts on their learning and the learning of others. An increase in verbal and written feedback has been evident across classroom. Through strengthening of visible learning strategies, feedback will be a strong focus next year.</p>

Next Steps

Oatley West Public School's next steps include strengthening of the explicit teaching of writing, formative assessment and Targeted Early Numeracy strategies ensuring quality best practice to further increase student achievement, with staff collaboratively building more efficient internal systems to track student progress using data. A whole school consistent approach will enable the development of stronger links between the use of student progression data and the curriculum planning process. Oatley West will continue to foster a stronger growth mind set culture where high expectations are set with students being continually challenged and supported to drive their learning forward, demonstrating the school's continual commitment to utilising evidence based practices for school improvement.

Teachers need more opportunity to work collaboratively to view TEN lessons in other classrooms as a form of further professional development. Facilitator support needs to be planned more specifically in the budget to aid the development of the program.

Many classes were engaging in both verbal and written feedback which will continue to be a strong area, strengthening of visible learning strategies and teacher pedagogy.

Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging learning environment through quality teaching that is informed by whole school-based high expectations, accurate data, targeted professional learning and effective feedback.

Overall summary of progress

A major focus of Quality Teaching in Strategic Direction 2 during 2018 was in the area of English as an Additional Language or Dialect. (EAL/D). This focus was a direct response to the continual pursuit of data driven practice and the significant increase in the number of students from a Language Background Other than English (LBOTE). 2018 provided an opportunity to pilot the teacher resource model as a means of providing support for students and capacity building for teachers.

This focus of Strategic Direction 2 aimed to establish the achievement of:

1. accurately gauging EAL/D levels of students with LBOTE to inform the chosen model of support
2. providing professional learning to staff so as to improve targeted support for EAL/D students
3. modelling EAL/D best practice by providing sample exemplar programs and resources, peer observation, collaborative teaching and visible learning strategies.

These three aims are important to obtain accurate data on which to base informed practice leading to the prioritisation and provision of targeted support for EAL/D students. This model of support utilised the EAL/D teacher's expertise as a professional learning resource for individual teachers and the whole school staff to improve student outcomes. An essential part of this model was the provision of professional learning to teachers in EAL/D assessment and teaching strategies. This initiative was timely and essential to cater for the changing demographic of OWPS.

The baseline data used included end of 2017 EAL/D progression levels which was reviewed for accuracy. The whole school engaged in professional learning to obtain a baseline writing sample utilising consistent teacher judgement which also informed EAL/D progression levels in Term 1 2018.

The result of obtaining and analysing accurate data and professional learning led to several changes in pedagogy. Stakeholders expressed greater self-efficacy, understanding and confidence in the accurate levelling of students against the EAL/D progressions. Significantly, there was a shift to in-class support rather than withdrawal. The learning derived from this process is documented in the draft of the OWPS EAL/D Core Practice outlining structures and processes. The collaborative EAL/D teaching pedagogy involved the EAL/D teacher and class teachers sharing responsibility for planning, programming, teaching, assessment and evaluation. The class teacher and the EAL/D teacher worked collaboratively within the classroom implementing planned teaching and assessment programs. The EAL/D teacher's expertise was utilised as a professional learning resource for individual teachers and the whole school staff. The EAL/D teacher developed exemplar programs, resources and professional learning for class teachers to support EAL/D students' learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers show an increase in a whole school approach to strategic planning, evidence-based teaching and explicit and timely feedback.		A whole school scope and sequence was developed and shared in Term 4 on Staff Development Day. Staff commenced developing the Oatley West Public School Core Practice Guidelines.
Teachers increasingly utilise a range of assessment strategies to collect, analyse and interpret quality, valid and reliable data to implement plans for continuous improvement.		A range of assessment strategies were used to collect, analyse and interpret quality, valid and reliable data. This led to data driven practice for the continuous improvement of planning, programming, assessment and reporting. This is evident in programs, reports, assessment samples, year to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers increasingly utilise a range of assessment strategies to collect, analyse and interpret quality, valid and reliable data to implement plans for continuous improvement.		year student handover data and feedback to teachers, students, parents and carers. The school is in the process of formalising assessment practice to be placed in its core practice document.
Teachers increasingly engage in professional learning which includes modelling of effective practice, mentoring and trialling of innovative practice.		In 2018 teachers engaged in focused professional learning to increase the quantum of quality teaching throughout the school. Professional learning was provided to teachers in the classroom context by the Instructional Leader and EAL/D teacher with a focus on literacy. K–2 teachers were provided with professional learning in Targeting Early Numeracy (TEN) by an in house expert. Mentoring was provided to beginning teachers by expert teachers.

Next Steps

Oatley West Public School's next steps include working towards formalising and documenting structures and processes related to quality teaching. This is evident through the establishment of the whole school scope and sequence as well as the formal commencement of the OWPS Core Practice document. In 2019, OWPS will focus its professional learning and practice on *Visible Learning* and *Formative Assessment*, which will then be embedded in its Core Practice. The main purposes of the Core Practice guidelines are to facilitate effective succession planning, knowledge management and transparency of practice for all stakeholders. This formalising of structures and processes aims to build organisation resilience when there is a change in staff and increase collective efficacy, leading to better learning outcomes.

Strategic Direction 3

Community & Wellbeing

Purpose

To create confident, resilient, respectful and an engaged educational community of parents, teachers and students.

Overall summary of progress

The Strategic Direction 3 team focused heavily on wellbeing and community engagement in 2018. Oatley West Public School has always had a strong focus on student wellbeing believing that a positive sense of wellbeing is the cornerstone to creating successful life long learners. At Oatley West, the focus has always been to facilitate an open dialogue among and with all stakeholders in the community will encourage positive student wellbeing. By nurturing these relationships, diversity will be celebrated, creating a positive school and community.

The steps taken to achieve our focus were

1. an increase in student wellness and consistency in expectations through the development of the Good Discipline and Effective Learning Guidelines
2. embedding of Restorative Justice Practices authentically to enhance levels of student wellness throughout the school
3. a significant increase in student levels of empowerment and positive identity within Stage 3 students.

These aims are important to develop a consistent approach to student wellness that maintains organisational knowledge management over time. The embedding of Restorative Justice is vital as it gives students strategies and language in order to resolve conflict and maintain good relationships. The development and implementation of the Good Discipline and Effective Learning Guidelines serve to reinforce the Oatley West school values while the work on improving levels of empowerment and positive identity is significant in promoting the holistic development of students in the leadership years and serves as a positive model for younger students.

The significant changes brought about as a result of these goals was the development of, and training in, the Oatley West Good Discipline and Effective Learning Guidelines. The Guidelines were changed to colour levels as behaviour guidelines, in order to be easier to implement and understand. Embedded within the Guidelines is also the Oatley West School Values. These Values underpin the culture of the school. Through consultation and negotiation amongst all stakeholders, the implementation of the Good Discipline and Effective Learning Guidelines resulted in increased community and school-wide awareness and ownership of the Guidelines.

Oatley West has undergone significant staffing changes over recent years. After a refocusing on Restorative Justice Practices, staff indicated an increase in confidence in using ESR and the practices as compared to previous survey data. High levels of awareness of Restorative Justice Practices were also achieved through a large number of parents attending an evening information session.

Utilising evidence-based initiatives such as Restorative Justice and Resilient Youth, Stage 3 teachers developed a program targeting the improvement of student empowerment and positive identity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance of parents at community forums and events held by the school.	\$0	Parents attendance at school events increased. This was particularly evident in parent training for Restorative Practise.
Data collected indicates an increase in the number of responses and a higher satisfaction of families.	\$0	In 2016, 55 parents responded to the TTFM survey. The figure increased to a 100 respondents in 2018. This was achieved through a sustained campaign to raise awareness and understanding of the purpose of TTFM.
Wellbeing and restorative practice data shows increasing	\$4500	The school collected analysed and is using data that is valid and reliable to monitor and refine a

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teacher consistency in the use of the flowchart resulting in positive, respectful relationships.		whole school approach to wellbeing and engagement, to improve student learning and increase a positive sense of wellbeing. Expectations of behaviour are developed with students, staff and the community and they are designed to ensure effective conditions for learning. Expectations of behaviour are explicit, consistent and supportive and are they applied across the school.

Next Steps

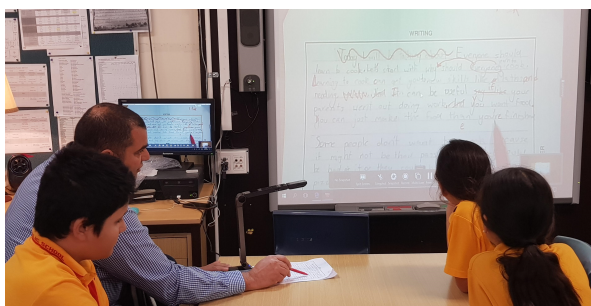
Oatley West Public School's next steps include ongoing and periodic review and evaluation of the Good Discipline and Effective Learning Guidelines. We will regularly inform and train school community members in Restorative Justice Practices, and further Resilient Youth surveys will be conducted in Term 3 of 2019.

In 2019, the school will participate in a school communication audit completed by the Department of Education. Another future focus for the strategic direction 3 team will be to implement Peaceful Kids and Peaceful Parents across the school to combat feelings of anxiety in our student and parent body.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6203	<p>Personalised Learning Pathways were completed and students were involved in the development of their goals. These were mostly met. Feedback from parents on the new proforma was positive.</p> <p>Aboriginal identified students worked in a small group with Aboriginal artist David Dunn to create a storyboard for some story poles to be erected in the Native garden. The poles are yet to be finalised. Several students identified as wanting to connect with other aboriginal students in the school and this provided a forum for them to do so.</p> <p>A student who showed all school values was chosen and supported to achieve a Deadly Kids Doing Well Award.</p>
English language proficiency	\$102557	<p>In 2018, EAL/D was formally funded for six days per fortnight. The year commenced with a focus on staff professional learning on using the <i>EAL/D Learning Progressions</i> to assess student levels in Reading, Writing, Speaking and Listening. To support teachers in assessing and catering for students from a Language Background Other than English (LBOTE), the EAL/D teacher developed the <i>Oatley West Public School EAL/D Support Document K–2 and 3–6</i>. Levelling of students was also made more accurate by utilising a consistent writing assessment for K–2 and 3–6, facilitating consistent teacher judgement. Student data was collated and overall levels were determined and recorded. The data was presented to the Assistant Principals, Deputy Principal and Principal. Subsequently, a support model was determined for implementation, to be reviewed regularly, based on evidence such as growth data, teacher and student feedback and work samples. The EAL/D teacher completed professional learning to better support teachers and students in this area. The submitted data also fulfilled the school's reporting and compliance obligations.</p> <p>Having examined the data, the school executive team determined that the EAL/D teacher would work closely with classroom teachers to:</p> <ul style="list-style-type: none"> • engage in collaborative planning • model instruction that uses explicit language learning opportunities as a basis for practice • reflect on lessons and learning with target stage teachers examining samples of work as evidence • provide release for teachers to meet, plan, observe and reflect on practice. <p>Student EAL/D levels were formally assessed twice in 2018 to determine levels of growth. As a result of robust levelling procedures and EAL/D initiatives, OWPS has significantly increased its funding allocation for 2019.</p>

English language proficiency	\$102557	EAL/D support in 2019 will be provided by two teachers, one being employed five days a week and the other for three days a week. <i>EAL/D Core Practice Guidelines</i> have been developed outlining roles, responsibilities, structures and processes for EAL/D at OWPS.
Low level adjustment for disability	<p>\$84475</p> <p>includes 0.5 LaST teacher allocation + 0.1 to make 3 days per week</p> <p>Rest of RAM allocation on SLSO to support students and teachers</p> <p>P&C also funded 1 day per week for early intervention</p>	<p>Students from Kindergarten through to Year 6 were supported by a variety of programs including MiniLit, BEAR, in class support and intensive groups in literacy and numeracy.</p> <p>The Learning Support Team created a whole school database, documenting and tracking student needs and supporting information required for the NCCD. This assisted the executive teachers creating classes and determining the support required.</p> <p>The Deputy Principal created a survey for staff preference of support. Survey data and analysis, list of recommendations for 2019.</p>
Quality Teaching, Successful Students (QTSS)	\$100781	This funding was utilised to employ an Instructional Leader to support staff in the classroom and provide professional learning sessions. Targeted classes have shown improvement in their writing skills, engagement, motivation and creativity. Writing samples have provided evidence for discussion. Teacher survey data has provided evidence of success, changes in practice and next steps. The Instructional Leader position will continue in 2019 to further embed writing skills and to provide explicit teaching demonstrations. This will drive Strategic Direction 1 of the School Plan.
Socio-economic background	\$7812 + P&C funds to support School Wellbeing Officer	Funds were utilised to employ a School Wellbeing Officer. The data collected through learning support meetings indicated that the needs of the students were addressed and this information was shared in the class creation spreadsheet to assist with forming classes and informing teachers. Reflections indicate there is a lot of need but not a lot of time. There is a need for this role to continue in 2019 with State, school and community funds to employ the School Wellbeing Officer in 2019.
Support for beginning teachers	\$17950	Beginning teachers were supported through additional release and working with a mentor. They were involved in an induction project to be shared with new teachers to the school next year. Professional development was completed as needed and achievement of accreditation at the level of Proficient Teacher is being completed by one beginning teacher this year. Lesson observation notes, structured feedback based on observation, evidence of collaborative practices, professional discussion and some personal reflection records, assessment and evaluation of student work, quality lesson plans develop to maximise impact on learning; and compilation of evidence to achieve mandatory

Support for beginning teachers	\$17950	accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA) occurred. More support with classroom management strategies and accreditation is required.
Targeted student support for refugees and new arrivals	\$3605	Two students arrived in Term 4 that received New Arrivals Program funding. The students received an hour a day support to develop English language skills and access the curriculum.



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	268	282	299	295
Girls	239	265	278	284

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	96.7	96.2	95.8
1	95.7	95.1	95.9	95.9
2	93.9	97.1	95.4	96
3	95.5	96.4	97	94.7
4	95.1	97	95.6	95.5
5	94.8	96	95.7	94.8
6	94.2	96	94.6	92.9
All Years	94.8	96.4	95.8	95.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At enrolment, including Kinder Orientation, parents are given the Compulsory School Attendance Information for parents' flyer and expectations are clearly explained.

This information is on the school website including translated versions. Information is also in the Schools Handbook and the use of the skoolbag app is advertised as a means of communicating reasons for absences.

Class teachers are responsible for marking and maintaining rolls. They enter partial absences, contacting parents if students are absent and no reason

given after a couple of days. Class teachers generate letters for unexplained absences, follow up and report issues to the executive. SASS staff transfer the attendance data from Momentum ESR to LMBR on a weekly basis.

The executive monitor rolls and students of concern and the Deputy Principal ensures rolls are up to date and addresses students of concern with classroom teachers and at Learning and Support Team Meetings held on a weekly basis.

Any student who continues to be of concern, the Deputy Principal calls the parent and explains legal obligations of attendance. The Deputy works with the HSLO (Home School Liason Officer) to monitor and support attendance.

Developing improvement plans and working with external agencies to assist a family with attendance issues has been ongoing in 2018.

The school is maintaining consistently high school attendance.

Class sizes

Class	Total
KM	19
KH	18
KC	19
KB	18
1B	22
1W	22
1VK	21
1M	23
1J	22
2T	26
2M	25
2KC	25
2J	25
3/4HB	30
3K_MS KENDALL	31
3B	30
4W	30
4F	30
5G	28
5D	27
5A	27
6S	31
6M	30

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.02
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Two staff members identify as having an Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	56.25

Professional learning and teacher accreditation

All mandatory professional learning was delivered in 2018. This included Code of Conduct, Responding to Bushfires, Anti-Corruption, CPR, Child Protection.

Professional learning was aligned to the school plan. This included Writing Seven Steps, TEN, Progressions and PLAN 2, EAL/D Progressions, Formative Assessment, Got It!, School Wellbeing, Anxiety including Peaceful Kids, Building Stronger Teams and a Happier Workplace and on the Validation process.

Other whole school training included Microsoft teams, Archaeological dig, Google Classroom.

Individual and small groups of teachers were also involved in a variety of professional learning. Some of these included new website training and teacher nominated TPL.

Network Meeting were also a source of professional development such as LaST, Library, EAL/D, Deputy Principal and Principal Network Meetings.

One teacher worked towards accreditation in 2018 with another achieving accreditation at the end of the year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	348,644
Revenue	4,803,300
Appropriation	4,591,066
Sale of Goods and Services	13,581
Grants and Contributions	190,544
Gain and Loss	0
Other Revenue	3,281
Investment Income	4,827
Expenses	-4,758,753
Recurrent Expenses	-4,758,753
Employee Related	-4,092,088
Operating Expenses	-666,665
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	44,547
Balance Carried Forward	393,191

At Oatley West Public School, the finance committee meets regularly to discuss and oversee the financial position of the school. Budgeting occurs in accordance with the directions issued by the Department of Education and presented to the community via the P&C Association. All spending patterns were within regular range.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,918,327
Base Per Capita	111,574
Base Location	0
Other Base	3,806,753
Equity Total	201,047
Equity Aboriginal	6,203
Equity Socio economic	7,812
Equity Language	102,557
Equity Disability	84,475
Targeted Total	95,084
Other Total	208,513
Grand Total	4,422,971

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

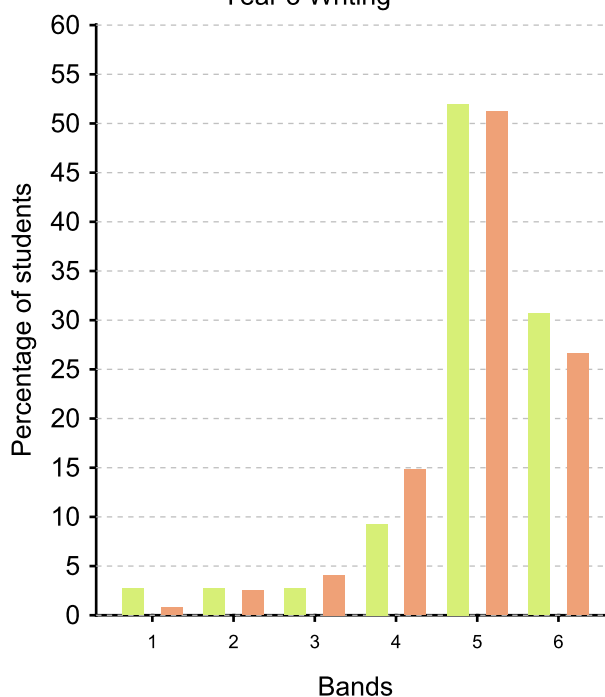
In the National Assessment Program (NAPLAN), the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Oatley West Public School continued to implement NAPLAN in paper form in 2018 and will do so again in 2019.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

At OWPS, students continued to perform above all state averages. With the majority of students in the top two bands in both years 3 and 5 across all areas. Year 3 outperformed the state, with 80% of our students placing in the top 2 bands for reading compared to the state average of 55%. Year 5 students reading results saw 50% of our students in the top two bands compared to the state's average of 35%. In Writing, Year 3 were again above the state average with 80% of our students performing in the top two bands. Year 5 were higher than the state average in writing, with 23% achieving in the top 2 bands for writing, compared to the state average of 14.9%. The instructional leader position will continue to focus on writing and the improvement of writing skills across all grades.

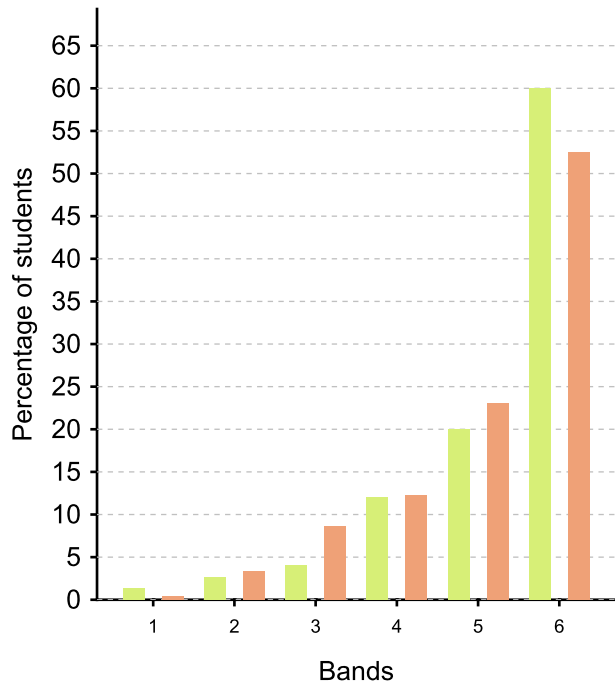
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.7	2.7	2.7	9.3	52.0	30.7
School avg 2016-2018	0.8	2.5	4.1	14.8	51.2	26.6

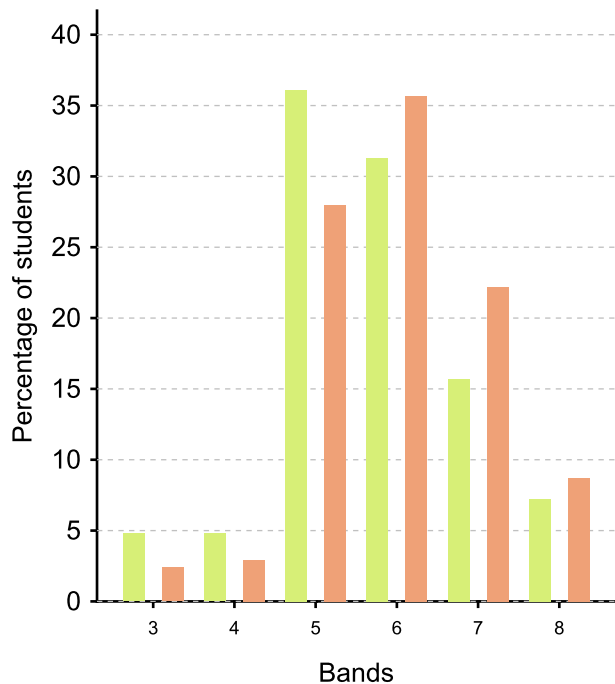
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.3	2.7	4.0	12.0	20.0	60.0
School avg 2016-2018	0.4	3.3	8.6	12.3	23	52.5

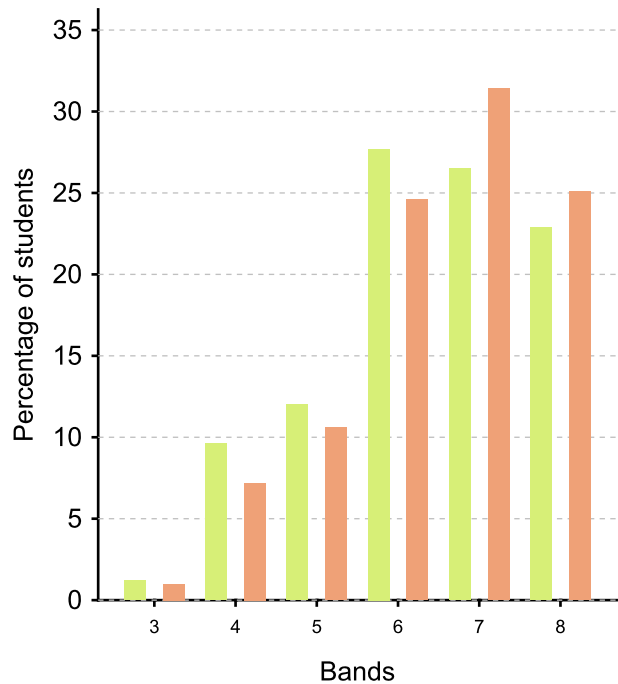
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.8	4.8	36.1	31.3	15.7	7.2
School avg 2016-2018	2.4	2.9	28	35.7	22.2	8.7

Percentage in bands:
Year 5 Reading

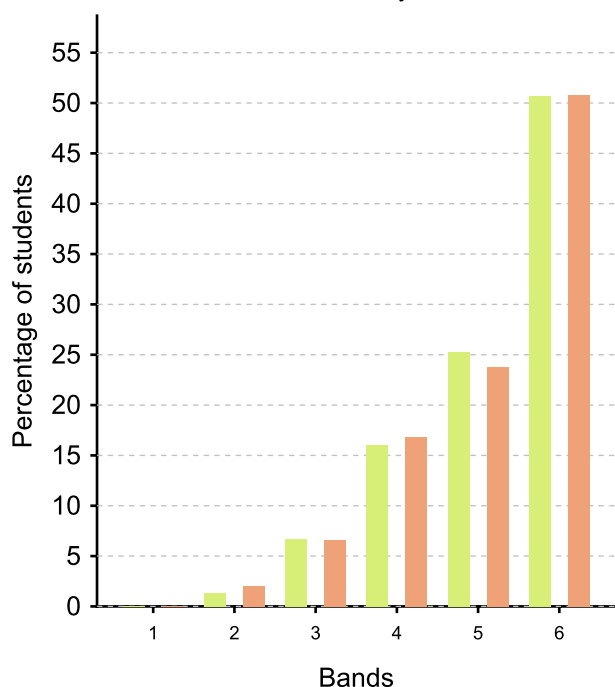


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.2	9.6	12.0	27.7	26.5	22.9
School avg 2016-2018	1	7.2	10.6	24.6	31.4	25.1

Year 3 achieved outstanding results in Numeracy with 76% of our students in the top 2 bands as compared to 41% of students in the state. 52% of students in Year 5 achieved the top 2 bands compared to 30% of students in the state. .

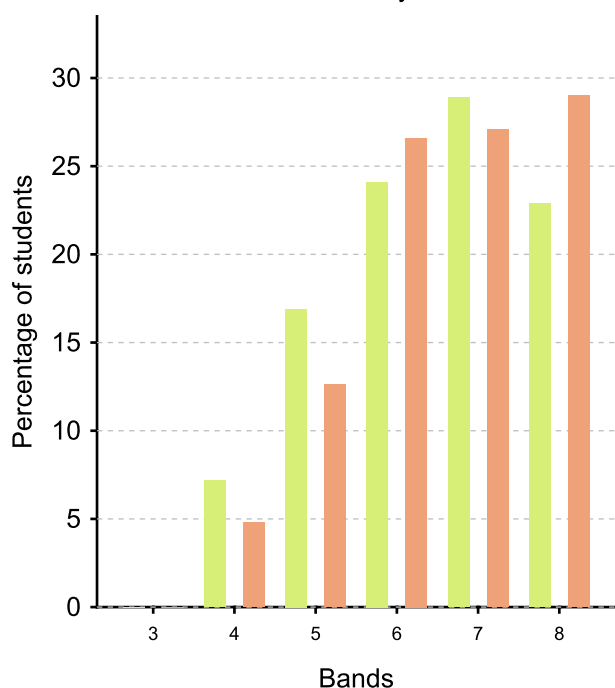
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	1.3	6.7	16.0	25.3	50.7
School avg 2016-2018	0	2	6.6	16.8	23.8	50.8

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	7.2	16.9	24.1	28.9	22.9
School avg 2016-2018	0	4.8	12.6	26.6	27.1	29

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Oatley West Public School did not meet the the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes in that the students did not achieve within the top two bands.

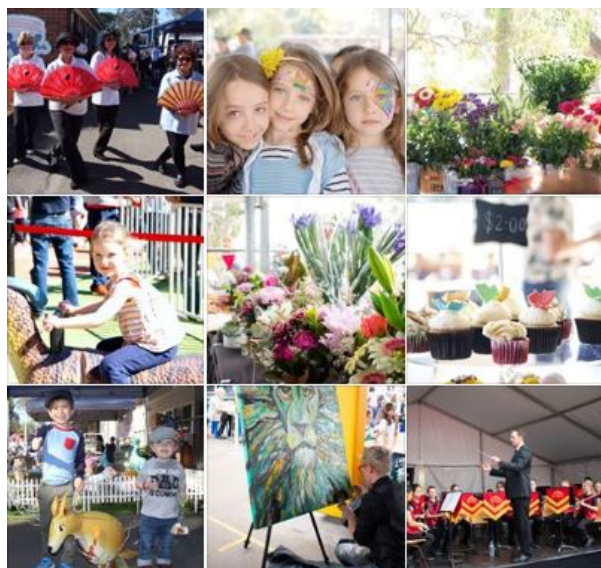
Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the Tell Them From Me (TTFM) survey at the beginning and end of 2018. The TTFM survey was completed by 99% of students in Years 4, 5 and 6. The survey showed that students at Oatley West Public School continue to have higher rates of participation in school sports and extra curricular activities with 97% of our students participating in activities beyond the classroom. Oatley West continues to pride itself on its focus on values education and to improve social and emotional outcomes in its students. The results show that 93% of the students felt they had positive relationships with their peers and 96% of students feel they try hard at school compared to 88% state average.

The TTFM Teacher survey emphasised the strengths teachers feel Oatley West Public school encompasses and its focus on student achievement. Teachers create planned learning opportunities that include technology, cross-curricular and learning opportunities across all learning areas.

When it came to 'Inclusivity' staff identified the school as being 8.3 or more out of 10.0. Teachers at Oatley West identify their ability to create an inclusive learning culture for all students. Clear expectations for classroom behaviour are established as well as the opportunity for every child to succeed in the classroom.

Of the responses collected, parents identified that the school supports positive behaviour, a challenging learning climate and that parents were supporting learning at home. Oatley West began to participate in the TTFM survey in 2015 and started with 55 respondents in 2018 Oatley West had an increase to one 100 respondents.



all students. Key personnel have analysed enrolment data using SCOUT and ERN to form a database of information during 2018 to develop a deeper insight into the increasing diversity of our students and their families. This data has been shared with all staff and utilised to formulate support for students and staff.

Teachers developed culturally inclusive teaching and learning activities. This ensured intercultural understanding, as a key capability, is fostered in learning activities across curriculum content to facilitate positive interactions and relationships at Oatley West Public School.

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to discuss issues in regards to racism. The ARCO role involves promoting the values of respect for all races and cultures and our school values of showing respect, cooperation, care, fairness, integrity and responsibility. Students, teachers, parents and the community at Oatley West Public School live and learn together with tolerance and in harmony. There was one reported incident of racism in 2018 that was addressed.

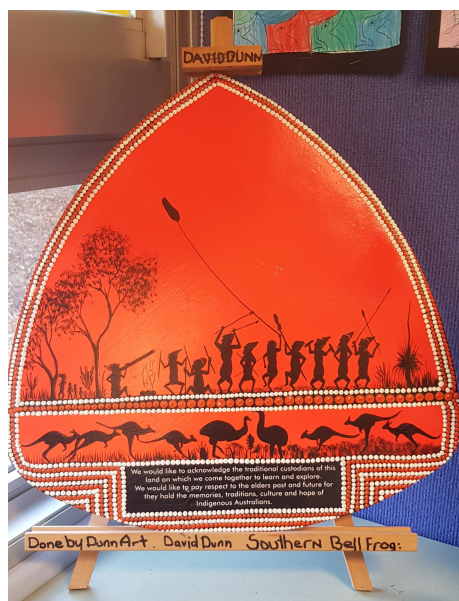
Students with English as an additional language or dialect were provided with in-class support to develop their English language proficiency to improve their learning outcomes. There were no refugee students requiring support at Oatley West Public School in 2018 but two students arrived in Term 4 with no English and they were withdrawn for an hour a day for intensive English language support.

Policy requirements

Aboriginal education

For NAIDOC week, a K-6 multimedia assembly on the theme 'Because of Her We Can' was held. Some of the content of the assembly was created by students and presented. David Dunn was seconded as an artist in residence and worked with all children K-6 to create artworks using acrylic paints. The Deadly Kids Doing Well Award recipient was selected and presented at UTS. A working bee in the native garden included the community in general maintenance and a large donation of native plants were established.

Aboriginal students were more engaged in contributing to the writing of their Personalised Learning Pathways along side their parents and teachers. Students have found their long term aspirational goals a way of positively directing their future and targeting current interests and strengths.



Other school programs

This year the school engaged with the Gott! Team as a result of a successful application to be included in this program. This looked at the anxiety of students within Years K-2. It was recognised that there were a large number of students who suffer with anxiety. The school engaged with professional learning to support students and engaged LillyPilly Counselling who ran an 8 week program for 3 groups offering strategies for students tools to help deal with anxiety. This was highly valued and sought after by many more families than could be catered for. As a result, two staff members were trained in this Peaceful Kids Program and will run groups next year as well as assist parents.

Multicultural and anti-racism education

Oatley West Public School is committed to building a diverse and inclusive learning environment that benefits